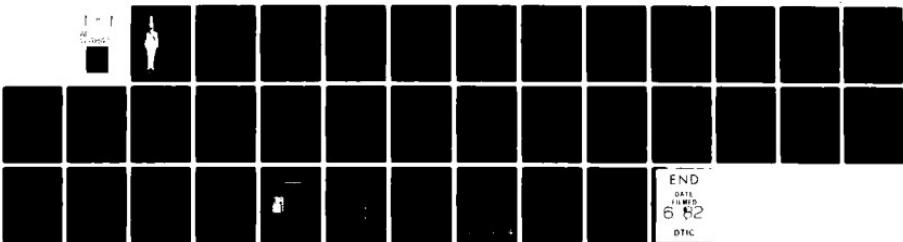


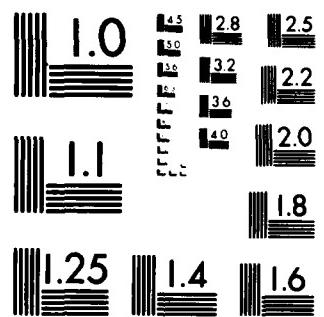
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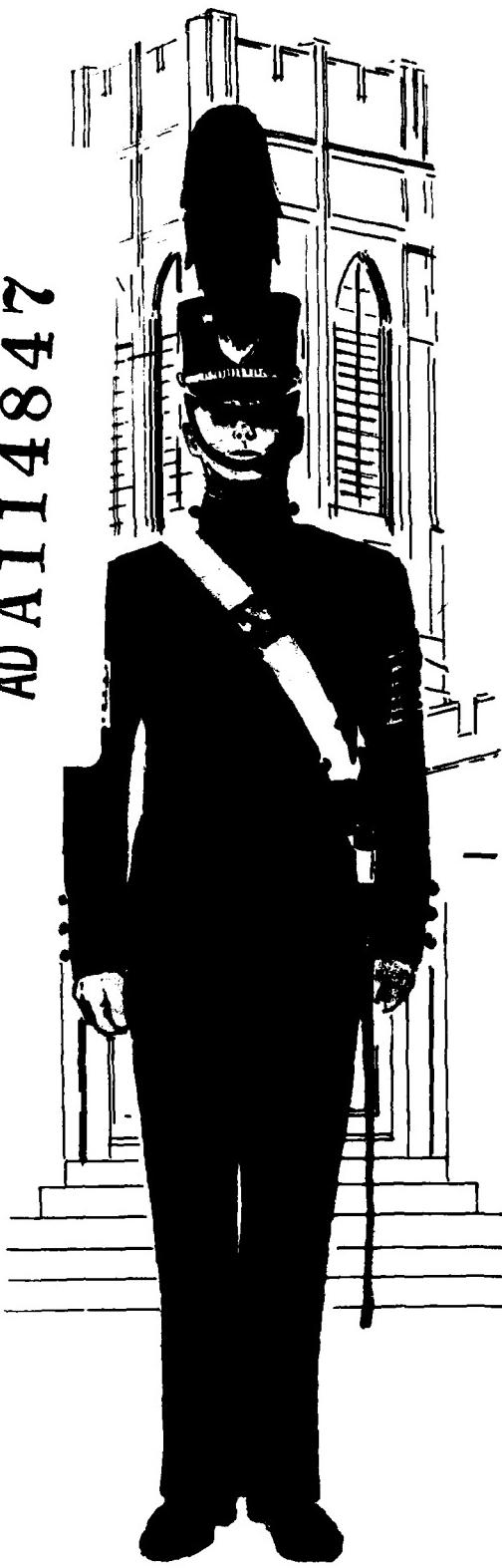


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NEW CADETS AND OTHER COLLEGE FRESHMEN:
CLASS OF 1985

Report Number USMA-ODIR-82-004
Project Number 387
Prepared by: Mr. John W. Houston
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April 1982

ABSTRACT

This report compares new cadets at USMA in the Class of 1985 with entering freshmen at institutions in the following norm groups: all four-year colleges, highly selective public four-year colleges, and very highly selective four-year private colleges. Data are presented on secondary school and socioeconomic backgrounds, values, interests, and activity patterns, and are based on the American Council on Education's yearly survey.

NOTE: Any conclusions in this report are not to be construed as official U.S. Military Academy or Department of the Army positions unless so designated by other authorized documents.

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EXECUTIVE SUMMARY

A. PURPOSE. This report contains information, for rapid reference, on the U.S. Military Academy Class of 1985 and on four norm groups of freshmen at other colleges.

B. METHODOLOGY. The United States Military Academy participates in the Cooperative Institutional Research Program (CIRP) of the American Council on Education (ACE) and the University of California at Los Angeles. On 1 July 1981, the Military Academy Class of 1985 entered West Point; and on the second or third day of Cadet Basic Training, 99% of this class completed the ACE survey on secondary school and socioeconomic backgrounds, values, interests, and activity patterns. The results of all colleges participating in the survey are compiled at UCLA. This report compares new cadets at USMA in the Class of 1985 with entering freshmen in the following norm groups: all four-year colleges, highly selective public four-year colleges, and very highly selective four-year private colleges. The responses to all questions in the survey are given in Tables 1-33 of the report, but a summary impression of the new cadet is given below.

C. RESULTS: A Summary Impression of the New Cadet.

1. The typical new cadets in the Class of 1985 are 18 years old, and graduated from high school in June just before coming to West Point; they had fathers who were college graduates and mothers who had some additional schooling after graduating from high school. The most probable occupations of their fathers were businessman (29%), or military careerist (12%). Their mothers were typically full-time homemakers (27%), or in clerical positions (9%). The median parental income last year was over \$30,900.

2. The new cadets had an average grade of "A-" in secondary school, and were in the top fifth in Academic Rank in high school (83%).

3. The typical new cadet applied to and was accepted by two other colleges, and planned to earn at least a master's degree. Reasons very important for selecting the United States Military Academy were the good academic reputation (85%), the special educational programs (46%), and the financial assistance (46%).

4. The 1981 survey found that cadets continue to view energy and the environment as major national issues. More than three of every four new cadets (75%) think the government should do more to discourage energy consumption, that the energy shortage could cause a depression (86%), and sixty-six percent (66%) agree that the federal government is not doing enough to control environmental pollution. The new cadets also feel there are too many rights for criminals (81%); grading in high school is too easy (72%); women should get job equality (93%); wealthy should pay more taxes (68%); and colleges should require a minimum competence for graduation (96%).

5. Cadet political identification showed some movement to the right from the 1980 to the 1981 survey, with the number of liberals remaining approximately the same, while the number with conservative or far right preference increased from 40% to 48%.

6. As long-run objectives, the new cadet hopes to be an authority in a chosen field (81%), raise a family (76%), help others in difficulty (64%), develop a philosophy of life (56%), keep up with political affairs (72%), obtain recognition from colleagues (61%), and be very well-off financially (58%).

I. INTRODUCTION

The United States Military Academy participates in the Cooperative Institutional Research Program (CIRP) of the American Council on Education (ACE) and the University of California at Los Angeles. Since it began in 1966, the CIRP has provided data which make it possible to compare new cadets at USMA with students entering a wide variety of colleges. It has been the only systematic source of data available to USMA for making such objective comparisons. Each year the Office of the Director of Institutional Research has published a report describing the characteristics of the new cadets in comparison to students at other colleges which participate in the survey (see Houston, 1981,¹ for the most recent report). Over the last fifteen years, there have been changes in the kinds of men students who have entered West Point. In some characteristics, West Point's entering class has changed because society is changing; in other attributes, West Point's entering class has not changed to the same degree as students entering other colleges.² The current report continues ODIR's practice of publishing results of the ACE survey, and presents data obtained from members of the Class of 1985.

II. METHOD

A. On 1 July 1981, 1,338 men and 186 women entered West Point as the Class of 1985. Of this entering group, 1,515 completed the ACE survey during the second or third day of Cadet Basic Training. Of the group that was tested, 222 reported prior college experience. Since the national norms published by the American Council on Education³ deal exclusively with first-time, full-time freshmen, this report presents the opinions and characteristics of 1,135 male and 158 female cadets without prior college experience.

B. The ACE annual national norms survey collects data on secondary school and socioeconomic backgrounds, values, interests, and activity patterns.⁴ The comparison of West Point cadets and norms for various types of undergraduate institutions that is made in this report highlights the similarities and differences between West Point and other groups of schools.

C. Since the Federal Service Academies have a unique role in higher education, there are no exactly parallel reference groups available for comparison purposes. However, four reference groups of freshmen with certain similarities are used in this report: (1) all four-year colleges (male freshmen), (2) all four-year colleges (female freshmen), (3) four-year public colleges with high selectivity (all freshmen), and (4) four-year private nonsectarian colleges with very high selectivity (all freshmen). The four-year colleges are those institutions which primarily grant a bachelor's degree only. Ninety-six thousand participants from both sexes from 250 four-year colleges were used. The four-year public colleges with high selectivity are those institutions with mean SAT-Verbal plus SAT-Math scores of 1,025 or more. Four service academies, as well as four other colleges, are included in this norm group. The four-year private nonsectarian colleges with

¹Houston, J. W. New Cadets and Other College Freshmen, Class of 1984. West Point: Office of the Director of Institutional Research, March 1981. Report #81-009.

²Priest, R. F. "Who are the West Point Cadets?" Paper delivered at the 1976 Regional Meeting of the Inter-University Seminar on Armed Forces and Society, Air Command and Staff College, Maxwell AFB, Alabama, 22-23 October 1976.

³The American Freshmen: National Norms for Fall 1981. Cooperative Institutional Research Program of the American Council on Education and the University of California, Los Angeles.

⁴The questionnaire is included as Appendix A.

very high selectivity are those institutions with mean SAT-Verbal plus SAT-Math scores of 1,175 or more. All freshmen of both sexes are included in the last two groups.⁵

D. All of the questions in the original ACE 1981 Student Information Form, which were reported to participating institutions on the Data Summary printout, are included in this report with the following exceptions: (1) residence planned during fall term; (2) highest degree planned here; (3) marital status; (4) concern about financing college; (5) sources of financial support; and (6) living with parents last year.

III. RESULTS

A. General. The results are presented in Tables 1 through 33. As an aid in interpreting the data, the items in Tables 18, 28, 29, 31, 32 and 33 have been rearranged in descending order of frequency of selection by male cadets. Results of selected items are described below under the headings of "Institutional Effects" and "Differences by Sex." Institutional Effects are the special characteristics of cadets at the Military Academy when compared to students at the institutions of the norm groups.

B. Institutional Effects.

1. More cadets (48%) list their current religious preference as Roman Catholic, compared to all four-year college students (38%) or private colleges of very high selectivity (27%) (Table 3a). Due to the requirement for candidates to obtain a nomination, cadets come from a wider geographical distribution than do students at other four-year colleges (Table 9). Seventy-six percent of the fathers of cadets had some education beyond high school, while only 57% of students in all four-year colleges and 71% of students in the public college norm group had fathers with this education. Eighty-nine percent of students in colleges with very high selectivity had fathers with this level (Table 10a). Sixty-six percent of the mothers of cadets had some education beyond high school, while 49% of the mothers of all four-year college students and 83% of the mothers of students in private colleges with very high selectivity had this education (Table 10b).

2. The median parental income of cadets in the Class of 1985 was significantly higher than the parental income of students in all four-year colleges but lower than parental income of the private college students (Table 13a). Fifty-eight percent of the cadets received an average grade of "A-" or above in secondary school. Of the norm groups shown in this report, the percentages receiving "A-" or above were: all four-year college students--22%, students of four-year public colleges of high selectivity--48%, and students at four-year private colleges of very high selectivity--59% (Table 16). Cadets applied to more colleges and were accepted by more colleges than were students in all four-year colleges, but students at the very highly selective four-year private colleges applied to and were accepted by more colleges than cadets (Tables 26 and 27).

3. In noting reasons that were very important in selecting "this college," 86% of the cadets in the Class of 1985 gave as a reason: "College has a good academic reputation." Of the norm groups, 55% of students at all four-year colleges, 73% of students at public colleges of high selectivity, and 87% of students at private colleges of very high selectivity gave this reason (Table 29). Cadets have a more conservative political preference than students in any of the norm groups (Table 30).

C. Differences by Sex.

1. Some differences between USMA male and female cadets are of interest. More women cadets had average secondary school grades of A- or above (72%) than did men (55%) (Table 19).

⁵A list of colleges incorporated in the last two norm groups is given in Appendix B.

2. In regard to reasons very important in deciding to go to college, USMA women listed four significantly more often than male cadets: learn more about things, prepare for graduate school, meet new and interesting people, and gain general education (Table 28).

3. Regarding freshmen views (Table 31) on the statement "Women's activities are best confined to the home," the percent of male cadets agreeing with this (39%) was higher than men in all four-year colleges (35%), while only 19% of female cadets agreed, the same as women at four-year colleges.

4. On college expectations (Table 32), more male cadets than female cadets thought they "would marry within a year after college," while students in the norm groups had the opposite pattern. "Being very well-off financially" was listed as essential or very important by 68% of the men and 57% of the women at all four-year colleges but by only 60% of the men and 50% of the women at the Military Academy.

5. In order to highlight differences in all tables of the report, an "a" indicates over a 10-point difference when USMA males are compared to all four-year college males, or when USMA females are compared to all four-year college females. This report has made no systematic attempt to explain the differences noted.

SECTION I: BIOGRAPHICAL AND SOCIOECONOMIC CHARACTERISTICS

1. Age in Years as of 31 December 1981*

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
16 or Younger	0.0%	0.0%	0.1%	0.0%	0.0%	0.2%
17	1.7	3.2	1.7	3.0	1.8	5.5
18	74.9	84.8	71.6	79.4	77.8	80.6
19	20.6	11.4	22.5	15.3	18.9	13.1
20	2.0	0.6	2.0	0.9	0.9	0.5
21 or Over	0.9	0.0	2.3	1.3	0.7	0.1
(18 or Less)	(76.6)	(88.0)	(73.3)	(82.5)	(79.6)	(86.3)

2. Racial Background

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Caucasian/White	87.4%	86.5%	86.0%	85.5%	93.2%	89.2%
Negro/Black	7.0	8.4	10.9	11.7	3.1	3.8
American Indian	0.7	0.0	1.3	1.3	0.9	0.7
Oriental	2.1	1.9	1.2	1.0	2.0	4.6
Mexican-American/ Chicano	1.8	2.6	0.6	0.5	1.1	0.7
Puerto Rican- American	1.1	1.3	0.6	0.7	0.4	0.7
Other	1.5	2.6	1.9	1.4	1.5	2.6

*All columns of each table of this report are for first-time freshmen.

3a. Current Religious Preference

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Protestant	38.1%	33.8%	37.1%	38.3%	38.7%	30.9%
Roman Catholic	46.0 ^a	52.0 ^a	34.7	34.9	40.4	27.5
Jewish	1.5	0.0	2.4	2.1	1.6	12.2
Other*	8.3	10.8	17.8	19.1	9.9	9.9
None	6.1	3.4	7.9	5.6	9.4	19.4

*Other consists of Eastern Orthodox, Muslim, and "Other Religion."

3b. Are You a Reborn Christian?

Yes:	23.4%	23.1%	28.4%	31.7%	22.2%	7.8%
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4. Concern About Financing College

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
No concern	95.6% ^a	94.9% ^a	36.0%	26.0%	53.0%	35.5%
Some concern	3.2 ^a	4.5 ^a	48.8	53.7	36.8	51.0
Major concern	1.2 ^a	0.6 ^a	15.2	20.3	10.2	13.6

5. Residence Preferred During Fall Term

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
With parents or relatives	22.3%	28.9% ^a	16.4%	14.3%	11.5%	4.3%
Other private home or apartment	22.3	18.4	24.6	20.0	19.0	9.1
College dormitory	33.7 ^a	34.2 ^a	46.1	56.1	55.4	78.0
Fraternity or Sorority house	7.0	5.3	5.7	4.0	7.2	2.9
Other campus housing	2.2	5.3	4.6	4.2	4.1	4.6
Other	12.5	7.9	2.6	1.4	2.8	1.1

^aUSMA males over 10 percentage points different from all 4-year college males. In all tables of this report, an "a" indicates over a 10-point difference when USMA males are compared to all 4-year college males or when USMA females are compared to 4-year college females.

6. Veteran of the Armed Services

	<u>USMA</u> <u>(Male)</u>	<u>USMA</u> <u>(Female)</u>	<u>4-Year</u> <u>College</u> <u>(Male)</u>	<u>4-Year</u> <u>College</u> <u>(Female)</u>	<u>4-Year</u> <u>Public</u> <u>College</u> <u>High</u> <u>Selectivity</u>	<u>4-Year</u> <u>Private</u> <u>College</u> <u>Very High</u> <u>Selectivity</u>
	2.4%	0.7%	1.5%	0.8%	0.8%	0.5%

7. Permission Given to Use this Data

	<u>USMA</u> <u>(Male)</u>	<u>USMA</u> <u>(Female)</u>	<u>4-Year</u> <u>College</u> <u>(Male)</u>	<u>4-Year</u> <u>College</u> <u>(Female)</u>	<u>4-Year</u> <u>Public</u> <u>College</u> <u>High</u> <u>Selectivity</u>	<u>4-Year</u> <u>Private</u> <u>College</u> <u>Very High</u> <u>Selectivity</u>
	99.5% ^a	100% ^a	83.4%	86.3%	88.1%	78.5%

8. Year Graduated from High School

	<u>USMA</u> <u>(Male)</u>	<u>USMA</u> <u>(Female)</u>	<u>4-Year</u> <u>College</u> <u>(Male)</u>	<u>4-Year</u> <u>College</u> <u>(Female)</u>	<u>4-Year</u> <u>Public</u> <u>College</u> <u>High</u> <u>Selectivity</u>	<u>4-Year</u> <u>Private</u> <u>College</u> <u>Very High</u> <u>Selectivity</u>
1981	94.6%	95.5%	94.5%	96.6%	96.7%	98.2%
1980	3.6	3.8	2.8	1.6	2.3	1.5
1979	1.2	0.6	0.8	0.4	0.4	0.1
1978 or Earlier	0.6	0.0	1.3	0.8	0.5	0.0
H.S. Equivalency (GED)	0.0	0.0	0.5	0.4	1.1	0.0
Never Completed High School	0.0	0.0	0.1	0.1	0.0	0.2

9. Distance from Home to College

	<u>USMA</u> <u>(Male)</u>	<u>USMA</u> <u>(Female)</u>	<u>4-Year</u> <u>College</u> <u>(Male)</u>	<u>4-Year</u> <u>College</u> <u>(Female)</u>	<u>4-Year</u> <u>Public</u> <u>College</u> <u>High</u> <u>Selectivity</u>	<u>4-Year</u> <u>Private</u> <u>College</u> <u>Very High</u> <u>Selectivity</u>
10 Miles or Less	1.3% ^a	0.7% ^a	15.3%	14.8%	4.1%	4.2%
11-50 Miles	3.7 ^a	4.7 ^a	20.3	22.5	6.7	9.0
51-100 Miles	7.0 ^a	4.7 ^a	17.6	19.1	16.9	12.3
101-500 Miles	28.2	30.4	33.4	33.1	41.6	45.9
More than 500 Miles	59.7 ^a	59.5 ^a	13.3	10.5	30.8	28.7

10. Parents' Highest Level of Education

a. Father's Education

	<u>USMA</u> <u>(Male)</u>	<u>USMA</u> <u>(Female)</u>	<u>4-Year</u> <u>College</u> <u>(Male)</u>	<u>4-Year</u> <u>College</u> <u>(Female)</u>	<u>4-Year</u> <u>Public</u> <u>College</u> <u>High</u> <u>Selectivity</u>	<u>4-Year</u> <u>Private</u> <u>College</u> <u>Very High</u> <u>Selectivity</u>
Grammar school or less	2.1%	1.3%	4.5%	5.5%	2.1%	1.6%
Some high school	4.0	3.3	9.6	10.2	6.0	2.4
High school graduate	16.7 ^a	19.0	27.9	27.7	21.1	7.4
Post-secondary other than college	3.8	2.0	4.1	4.5	3.9	2.1
Some college	20.7	10.5	13.9	13.9	16.4	7.6
College degree	23.9	26.1	20.9	19.4	25.5	23.5
Some graduate school	4.7	9.2	2.7	2.7	4.0	6.0
Graduate degree	24.2	28.8 ^a	16.4	16.1	21.0	49.3
(High school grad or less)	(23.8) ^a	(23.6) ^a	(42.0)	(43.4)	(29.2)	(11.4)

b. Mother's Education

	<u>USMA</u> <u>(Male)</u>	<u>USMA</u> <u>(Female)</u>	<u>4-Year</u> <u>College</u> <u>(Male)</u>	<u>4-Year</u> <u>College</u> <u>(Female)</u>	<u>4-Year</u> <u>Public</u> <u>College</u> <u>High</u> <u>Selectivity</u>	<u>4-Year</u> <u>Private</u> <u>College</u> <u>Very High</u> <u>Selectivity</u>
Grammar school or less	1.3%	0.0%	2.6%	3.2%	1.4%	1.3%
Some high school	4.5	3.2	7.9	8.6	5.6	2.1
High school graduate	31.8	29.7	41.2	38.6	34.3	13.9
Post-secondary other than college	9.2	11.6	6.3	7.4	7.8	6.4
Some college	18.2	19.4	15.0	15.8	19.0	14.4
College degree	20.8	22.6	17.9	17.0	21.5	33.3
Some graduate school	3.3	3.2	2.3	2.4	3.1	7.3
Graduate degree	10.8	10.3	6.8	6.9	8.3	21.4
(High school grad or less)	(37.6) ^a	(32.9) ^a	(51.7)	(50.4)	(41.3)	(17.3)

11. Parents' Occupations

a. Father's Occupation

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Artist (incl performer)	0.3%	0.0%	1.0%	0.8%	1.0%	1.8%
Businessman	29.5	23.2	30.5	28.5	28.0	34.8
Clergy or religious worker	1.3	1.3	1.6	1.4	0.9	1.4
Educator (college teacher)	1.0	1.3	1.1	1.1	1.5	4.4
Doctor or Dentist	2.7	2.0	2.6	2.4	1.9	11.2
Educator (secondary)	6.4	4.6	4.4	3.9	6.2	4.7
Educator (elementary)	0.9	2.0	0.7	0.7	1.1	0.6
Engineer	8.5	14.6	7.9	7.8	12.5	8.7
Farmer or Forester	1.5	0.7	3.5	4.8	2.1	0.6
Health profession (non-MD)	0.9	1.3	1.4	1.2	1.2	1.0
Lawyer	1.6	0.7	1.6	1.7	1.5	7.3
Military Career	11.8	15.2 ^a	2.6	1.9	6.1	1.0
Research Scientist	0.8	2.0	0.6	0.5	0.8	2.1
Skilled worker	7.5	5.3	11.1	9.4	9.3	3.4
Semi-skilled worker	2.4	1.3	5.0	4.4	3.3	1.2
Laborer (unskilled)	1.4	0.7	3.3	3.2	1.7	0.8
Unemployed	1.5	2.6	1.7	2.2	1.0	1.0
Other Occupation	20.1	21.2	19.5	24.2	19.9	13.8

b. Mother's Occupation

	<u>USMA</u> <u>(Male)</u>	<u>USMA</u> <u>(Female)</u>	<u>4-Year</u> <u>College</u> <u>(Male)</u>	<u>4-Year</u> <u>College</u> <u>(Female)</u>	<u>4-Year</u> <u>Public</u> <u>College</u> <u>High</u> <u>Selectivity</u>	<u>4-Year</u> <u>Private</u> <u>College</u> <u>Very High</u> <u>Selectivity</u>
Artist (incl performer)	1.3%	1.3%	1.4%	1.5%	1.5%	4.5%
Businesswoman	9.4	9.3	9.8	9.3	9.8	9.9
Business (clerical)	8.2	11.9	10.4	11.9	12.0	6.5
Clergy or religious worker	0.0	0.0	0.2	0.1	0.1	0.2
Educator (college teacher)	0.3	0.7	0.4	0.3	0.5	1.8
Doctor or Dentist	0.3	0.0	0.2	0.2	0.2	1.2
Educator (secondary)	6.7	6.0	3.8	3.3	4.6	6.4
Educator (elementary)	9.0	7.9	6.7	6.2	7.4	8.5
Engineer	0.4	0.0	0.1	0.1	0.2	0.2
Farmer or Forester	0.0	0.0	0.3	0.2	0.2	0.2
Health profession (non-MD)	1.4	2.6	1.7	1.6	1.8	2.2
Homemaker (full-time)	26.9	22.5	23.2	23.7	24.2	24.6
Lawyer	0.2	0.0	0.2	0.1	0.1	0.8
Nurse	9.2	9.3	7.5	7.4	8.2	5.9
Research Scientist	0.3	0.0	0.1	0.1	0.1	0.4
Social, Welfare, Rec. worker	1.3	0.7	1.3	1.2	1.0	2.7
Skilled worker	1.9	0.0	2.2	1.7	1.8	0.9
Semi-skilled worker	3.3	1.3	3.6	3.0	2.9	1.3
Laborer (unskilled)	1.2	0.0	2.4	2.1	1.4	0.6
Unemployed	6.1	4.6	8.4	7.3	6.0	6.0
Other Occupation	12.7	21.9	16.2	18.4	16.0	15.1

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12. Parents' Religious Preference

a. Father's Religious Preference

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Protestant	40.6%	34.9%	39.3%	39.2%	40.1%	35.0%
Roman Catholic	42.4	45.9 ^a	34.1	33.6	38.2	27.7
Jewish	1.4	0.0	2.8	2.5	1.8	14.0
Other	8.8	11.0	17.1	17.9	9.5	8.6
None	6.8	8.2	6.6	6.8	10.4	14.7

b. Mother's Religious Preference

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Protestant	39.8%	38.4%	39.7%	40.1%	41.5%	37.6%
Roman Catholic	45.8 ^a	48.6 ^a	35.7	35.1	41.0	29.4
Jewish	1.4	0.0	2.7	2.4	1.7	13.3
Other	9.1	10.3	18.1	18.9	9.8	9.3
None	3.8	2.7	3.8	3.5	6.0	10.4

13a. Estimated Total Parental Income Last Year

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Less than \$4,000	0.7%	1.4%	2.8%	3.5%	1.1%	1.1%
\$4,000-\$5,999	0.5	0.0	1.9	2.6	0.9	0.6
\$6,000-\$7,999	1.3	0.7	2.5	3.1	1.2	0.8
\$8,000-\$9,999	1.6	2.0	3.1	3.4	1.8	1.1
\$10,000-\$12,499	2.5	3.4	5.3	6.9	3.5	2.4
\$12,500-\$14,999	2.6	4.8	5.5	5.7	3.9	2.5
\$15,000-\$19,999	9.5	6.1	10.1	10.4	9.0	4.9
\$20,000-\$24,999	14.5	15.0	15.2	14.5	15.4	8.5
\$25,000-\$29,999	14.0	14.3	11.9	10.9	13.9	6.8
\$30,000-\$34,999	14.5	13.6	10.9	10.1	13.8	9.1
\$35,000-\$39,999	10.6	13.6	8.2	7.6	10.5	8.0
\$40,000-\$49,999	14.1	12.2	9.5	8.9	12.9	13.5
\$50,000-\$99,999	11.7	10.9	10.0	9.2	10.5	26.9
\$100,000 or more	1.9	2.0	3.0	3.1	1.5	13.6
(Less than \$20,000)	(18.7) ^a	(18.4) ^a	(31.2)	(35.6)	(21.4)	(13.4)
Median =	\$30,965	\$30,845	\$26,500	\$25,000	\$29,700	\$43,100

13b. Persons Currently Dependent on Parents for Support

One	8.5%	3.2%	6.1%	4.0%	5.3%	2.7%
Two	14.4	10.8	11.0	8.9	10.4	8.5
Three	20.8	19.7	20.1	20.7	20.0	17.2
Four	23.8	15.9 ^a	27.1	27.1	26.4	29.8
Five	18.3	22.9	20.9	22.4	21.8	25.7
Six or More	14.2	27.4	14.7	16.9	16.1	16.2

13c. Number of Other Dependents Currently Attending College

None	65.9%	53.3% ^a	65.1%	64.6%	63.2%	56.4%
One	25.9	30.7	25.1	25.6	27.2	30.9
Two	5.9	9.3	7.1	7.0	7.1	8.8
Three or More	2.2	6.7	2.7	2.7	2.5	3.9

13d. Listed as Exemption on Parental Federal Income Tax Return

Yes:	84.9%	89.9%	89.0%	90.9%	88.9%	95.4%
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	<u>14a. Considers Self Physically Handicapped</u>		<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Yes:	USMA (Male)	USMA (Female)				
	4.2%	6.1%	5.8%	5.5%	3.8%	5.3%
14b. Type of Handicap*	(N=48)	(N=9)				
Hearing	6.7%	0.0%	9.2%	8.1%	5.7%	7.3%
Speech	0.0	0.0	3.2	1.6	1.1	1.9
Visual	86.7 ^a	88.9 ^a	51.8	50.6	62.0	60.8
Orthopedic	4.4	11.1	12.8	13.2	12.2	11.6
Learning Disability	0.0	0.0	5.0	4.1	1.3	4.1
Health-related	0.0 ^a	0.0 ^a	10.8	12.4	9.7	10.3
Other	0.0	0.0	7.4	6.3	2.2	4.7

*Percentages are only of those who consider themselves physically handicapped (from 14a).

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Number of Older Brothers:						
None	51.4%	38.6%	47.7%	43.6%	48.5%	53.6%
One	28.2	39.3	31.3	33.4	32.0	30.8
Two	12.7	15.0	13.1	14.2	12.7	10.9
Three or more	7.6	7.1	8.0	8.7	6.8	4.7
Number of Older Sisters:						
None	53.0	41.5	47.7	46.5	50.4	56.0
One	28.2	36.6	32.1	32.2	30.9	30.1
Two	12.5	15.5	12.5	13.0	12.4	9.7
Three or more	6.2	6.3	7.8	8.3	6.3	4.3
Number of Younger Brothers:						
None	43.5	39.4	49.6	47.4	47.4	50.0
One	40.4	40.9	35.9	37.6	37.7	37.7
Two	11.6	13.9	11.0	11.4	11.6	9.8
Three or more	4.6	5.8	3.6	3.6	3.3	2.5
Number of Younger Sisters:						
None	47.6	46.0	48.8	50.3	48.1	51.2
One	37.5	34.5	37.7	35.1	38.4	36.9
Two	11.3	12.9	10.3	11.0	10.5	9.6
Three or more	3.6	6.5	3.1	3.5	3.1	2.3

16. Twin Status

	<u>USMA</u> <u>(Male)</u>	<u>USMA</u> <u>(Female)</u>	<u>4-Year</u> <u>College</u> <u>(Male)</u>	<u>4-Year</u> <u>College</u> <u>(Female)</u>	<u>4-Year</u> <u>Public</u> <u>College</u> <u>High</u> <u>Selectivity</u>	<u>4-Year</u> <u>Private</u> <u>College</u> <u>Very High</u> <u>Selectivity</u>
Identical twin	0.4%	1.3%	0.7%	0.6%	0.6%	0.5%
Fraternal twin	1.4	3.2	1.1	1.3	1.3	0.9

17. Family Backgrounda. Parents Lived Together:

All of the time	85.7%	82.9%	84.7%	83.6%	85.6%	84.1%
Most of the time	8.9	10.8	7.3	7.8	8.2	8.3
Occasionally	3.9	2.5	3.7	4.2	4.0	4.6
Never	1.6	3.8	4.3	4.3	2.2	3.0

b. Father Worked Full Time:

All of the time	89.8%	87.9%	90.8%	89.6%	91.5%	91.5%
Most of the time	9.1	11.5	6.6	7.4	6.9	6.7
Occasionally	0.8	0.0	1.5	1.7	1.0	1.1
Never	0.4	0.6	1.1	1.3	0.6	0.7

c. Mother Worked Full Time:

All of the time	16.2%	13.5%	22.0%	22.6%	16.8%	14.3%
Most of the time	22.6	23.1	19.9	20.7	21.7	18.8
Occasionally	23.9	30.1 ^a	22.0	18.0	22.0	20.0
Never	37.2	33.3	36.1	38.8	39.5	46.9

d. Mother Held Part Time Job:

All of the time	3.4%	3.2%	4.7%	5.1%	4.7%	4.5%
Most of the time	9.4	12.2	11.1	11.6	11.8	12.0
Occasionally	43.0	44.9 ^a	38.3	34.8	40.5	39.5
Never	44.1	39.7	45.9	48.5	43.1	44.0

e. Spoke English in the Home:

All of the time	90.2%	92.4%	94.1%	95.0%	95.0%	88.5%
Most of the time	8.1	5.1	3.3	3.1	3.8	6.4
Occasionally	1.0	1.9	1.4	1.2	0.7	3.1
Never	0.7	0.6	1.2	0.7	0.5	2.0

18. Activities Engaged in By Students During the Past Year

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Attended religious service	89.6%	91.8%	86.5%	90.5%	86.9%	78.3%
Drank beer	80.3	67.1	77.0	66.4	76.4	79.3
Attended public recital-concert	75.7	75.9	77.4	83.5	83.0	90.1
Took vitamins	72.0	75.9	62.9	70.2	70.4	68.6
Stayed up all night	70.8	74.7	69.8	71.1	69.8	71.6
Jogged*	64.9 ^a	79.1 ^a	33.5	20.3	41.0	30.0
Wore glasses or contact lenses	44.7	52.6	37.3	50.2	42.0	47.4
Played musical instrument	36.2	55.1	39.5	49.0	47.3	53.8
Participated in demonstrations	17.3	20.9	20.1	22.5	16.5	19.4
Worked in political campaign	15.2	11.0	9.5	9.6	10.0	15.6
Took tranquilizing pill	3.1	0.6	5.0	5.2	3.3	4.7
Took sleeping pills	2.0	1.9	2.9	3.0	2.1	3.0
Smoked cigarettes*	1.6	1.3 ^a	7.2	12.6	4.1	5.5

*Frequently only; all other items frequently plus occasionally.

SECTION II: SECONDARY SCHOOL PERFORMANCE

19. Average Grade in Secondary School

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
A or A+	27.1% ^a	33.8% ^a	7.9%	11.4%	24.7%	27.8%
A-	27.5 ^a	38.2 ^a	10.6	15.0	23.3	31.1
B+	25.8	15.3	17.3	22.9	25.6	24.4
B	14.3 ^a	11.5 ^a	25.1	27.0	18.6	12.5
B-	4.1 ^a	0.6 ^a	16.5	11.4	5.3	3.1
C+	0.8 ^a	0.6	14.0	8.2	2.0	0.9
C	0.4	0.0	8.2	4.1	0.5	0.1
D	0.0	0.0	0.4	0.1	0.0	0.0
(A-, A or A+)	(55.6) ^a	(72.0) ^a	(18.5)	(26.4)	(48.0)	(58.9)

20. Academic Rank in High School

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Top Fifth	82.2% ^a	88.5% ^a	37.4%	47.6%	70.9%	82.3%
Second Fifth	14.1 ^a	9.6 ^a	25.4	23.0	18.7	12.4
Third Fifth	2.9 ^a	1.9 ^a	30.2	25.3	9.5	4.6
Fourth Fifth	0.5	0.0	6.1	3.7	0.7	0.6
Lowest Fifth	0.2	0.0	0.9	0.5	0.1	0.1

21. Academic Preparation

a. Need Remedial Work in:

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
English	12.5%	8.2%	12.9%	9.4%	8.5%	6.7%
Reading	3.0	0.6	5.1	4.0	3.4	2.6
Mathematics	15.9	20.9	19.3	23.8	14.9	13.1
Social Studies	1.7	1.9	2.4	2.9	1.9	1.0
Science	9.5	13.3	7.7	11.5	8.0	6.7
Foreign Language	16.6	12.7	11.1	8.5	8.6	5.8

**b. Have had Remedial
Work in:**

English	3.1%	0.6%	6.5%	4.2%	2.9%	2.8%
Reading	2.6	1.9	6.4	4.3	2.8	1.8
Mathematics	5.6	1.9	7.9	7.2	4.1	5.7
Social Studies	2.1	1.3	5.1	3.2	2.4	1.2
Science	2.6	1.3	5.0	3.3	2.6	2.1
Foreign Language	2.2	1.3	4.1	2.9	2.2	2.4

SECTION III: EDUCATIONAL AND CAREER ASPIRATIONS

22. Highest Degree Planned Anywhere

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
None	0.0%	0.0%	1.9%	1.5%	0.8%	0.3%
Associate (or equivalent)	0.1	0.0	1.7	2.0	0.4	0.1
Bachelor's Degree (BA, BS)	11.8 ^a	10.6 ^a	36.6	39.3	29.1	8.2
Master's Degree (MA, MS)	49.7 ^a	40.4	34.6	36.7	46.2	34.2
Ph.D. or Ed.D.	23.0 ^a	24.1 ^a	10.4	8.8	15.7	21.8
MD, DDS, or DVM	7.8	14.2	6.7	5.6	3.8	17.9
LLB or JD	6.5	9.9	5.2	3.8	3.1	15.9
BD or M.DIV.	0.0	0.7	0.8	0.4	0.2	0.3
Other	1.2	0.0	2.1	1.8	0.8	1.3
(Bachelor's Degree or Less)	(11.9) ^a	(10.6) ^a	(40.2)	(42.8)	(30.3)	(8.6)

23. Major Fields of Study*

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Aeronautical Engineering	14.8% ^a	9.7%	2.9%	0.3%	11.8%	0.6%
Electrical Engineering	11.6	8.3	5.3	0.5	8.1	2.8
Civil Engineering	8.3	6.2	1.8	0.2	3.1	0.8
Political Science	8.3	15.9 ^a	3.0	2.2	2.9	10.0
Military Science	8.0	3.4	0.3	0.0	1.3	0.0
Mechanical Engineering	6.9	2.8	2.6	0.3	4.8	1.6
Other Engineering	6.0	2.1	2.4	0.7	7.4	1.7
Computer Science	4.1	6.2	5.1	3.3	6.7	1.6
Management	3.7	2.1	5.8	3.1	2.4	1.4

24. Probable Career Occupation*

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Military Service (career)	42.0% ^a	34.2% ^a	3.8%	0.5%	17.5%	0.3%
Engineer	28.8 ^a	17.1 ^a	14.3	2.3	26.6	9.4
Computer Programmer	4.3	3.9	8.9	5.8	9.4	2.6
Lawyer	4.2	5.3	5.3	3.6	2.4	14.6
Business Executive	4.1	3.9	13.1	9.1	5.1	8.7
Physician	3.9	5.3	4.3	3.3	1.6	13.8
Scientific Researcher	1.7	2.0	2.2	1.2	2.4	5.0
Foreign Service Worker	1.2	2.6	0.4	0.8	0.8	3.3
Business Owner	0.5	0.0	3.8	1.1	0.8	1.3

*Nine most frequently mentioned by USMA male first-time college students.

25. <u>Choice of College (this college is:)</u>				4-Year Public College	4-Year Private College	
	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	High Selectivity	Very High Selectivity
First Choice	80.8%	82.9%	72.3%	74.9%	85.0%	68.1%
Second Choice	14.9	15.8	21.1	19.9	12.5	22.3
Third Choice	3.2	0.6	4.7	3.9	1.7	6.6
Less than Third Choice	1.2	0.6	2.0	1.2	0.8	3.0

26. <u>Number of College Applications</u>				4-Year Public College	4-Year Private College	
	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	High Selectivity	Very High Selectivity
This College Only	13.4% ^a	15.4% ^a	29.5%	32.2%	20.7%	15.1%
One Other	14.1	12.8	17.3	20.0	18.7	6.6
Two Others	16.9	21.2	18.7	19.3	21.0	10.5
Three Others	16.7	19.9	16.4	14.2	17.7	14.2
Four Others	15.0	12.2	8.4	7.0	9.8	15.6
Five Others	8.8	6.4	4.6	3.7	5.1	14.9
Six or More	15.2	12.2	5.1	3.5	7.0	23.0
(None or One Other)	(27.5) ^a	(28.2) ^a	(46.8)	(52.2)	(39.4)	(21.7)
Median # of Others	2.33	2.03	1.17	.89	1.50	3.23

27. <u>Number of College Acceptances</u>				4-Year Public College	4-Year Private College	
	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	High Selectivity	Very High Selectivity
This College Only	10.1%	10.2%	16.8%	13.7%	7.9%	5.8%
One Other	27.5	29.2	29.2	33.2	28.4	18.5
Two Others	25.0	27.7	25.3	26.4	27.3	22.4
Three Others	15.2	16.1	16.2	15.8	18.9	22.8
Four Others	10.9	7.3	7.1	6.6	9.2	14.6
Five Others	3.7	5.8	2.7	2.6	3.9	8.1
Six or More	7.5	3.6	2.7	1.8	4.4	7.8
(None or One Other)	(37.6)	(39.4)	(46.0)	(46.9)	(36.3)	(24.3)
Median # of Others	1.50	1.38	1.16	1.12	1.50	2.14

28. Reasons Noted as Very Important in Deciding to Go to College

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Gain general education	63.2%	75.0%	63.4%	75.7%	69.8%	85.6%
Learn more about things	59.8	74.8	69.4	78.9	75.7	85.6
Able to get a better job	58.1 ^a	66.5	73.6	74.1	69.5	61.0
Able to make more money	49.8 ^a	51.0	67.3	58.9	54.8	48.5
Prepare for graduate school	45.4	61.5 ^a	43.9	46.6	41.6	67.8
Meet new and interesting people	35.4 ^a	57.8	49.1	66.7	53.7	71.8
Become a more cultured person	33.1	41.3	31.1	41.7	33.1	49.4
Improve reading-study skills	27.6 ^a	34.0 ^a	39.1	44.3	34.5	43.5
Parents wanted me to go	25.1	19.2 ^a	31.7	35.8	25.8	30.5
Wanted to get away from home	5.9	9.6	9.6	10.6	9.4	12.3
Nothing better to do	2.8	1.9	2.4	1.9	1.5	2.9
Could not find a job	1.5	2.6	4.9	5.2	2.8	1.5

29. Reasons Noted as Very Important in Selecting this College

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
College has a good academic reputation	84.3% ^a	91.7% ^a	50.9%	58.4%	73.1%	86.7%
Offered financial assistance	46.0 ^a	42.8 ^a	19.3	19.6	21.4	22.4
Special educational program offered	44.9 ^a	51.6 ^a	23.4	32.0	42.2	26.8
Has low tuition	22.8	18.5	13.3	14.7	19.5	0.9
Advice of someone attended	10.2	17.5	14.8	16.8	12.8	13.8
Relative wanted me to go	9.9	5.8	5.8	7.3	5.4	4.9
College representative recruited me	8.3	11.1	9.2	5.0	4.3	5.0
Advice of guidance counselor	5.8	6.5	6.5	7.5	6.0	9.3
A friend suggested attending	4.1	3.9	7.3	7.9	5.6	4.5
Teacher advised me	3.0	4.5	4.2	4.2	3.4	5.6
Not accepted anywhere else	13.	0.7	2.9	2.0	1.0	2.4
Wanted to live at home	0.2	0.0	7.2	7.6	1.4	0.7

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SECTION IV: ATTITUDES, OPINIONS, AND OBJECTIVES

30. Current Political Preference

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Far Left	0.7%	0.7%	2.0%	1.3%	0.7%	2.3%
Liberal	13.3	15.1	18.3	18.6	16.4	33.2
Middle-of-the-Road	36.6 ^a	48.7 ^a	53.1	61.8	53.9	41.3
Conservative	47.1 ^a	35.5 ^a	25.0	17.5	27.8	22.2
Far Right	2.3	0.0	1.5	0.6	1.3	1.0
(Liberal or Far Left)	(14.0)	(15.8)	(20.3)	(19.9)	(17.1)	(35.5)

31. Freshmen Views--"Proportions Agreeing Strongly or Somewhat"

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Minimum competence for college graduation	96.2%	94.7%	90.8%	92.4%	95.7%	95.8%
Women should get job equality	91.9	98.7	89.6	96.8	95.3	96.7
Energy shortage could cause a depression	86.1	82.8	80.7	82.6	83.9	81.7
Too many rights for criminals	81.9	76.6 ^a	74.1	63.7	71.6	60.3
Federal Gov't should discourage energy use	74.2	87.5	77.3	83.3	81.4	85.6
Grading in high school too easy	71.6 ^a	75.0 ^a	59.0	56.8	66.9	68.2
Inflation biggest domestic problem	71.1	74.5	75.3	80.3	75.0	63.7
Wealthy should pay more taxes	68.5	67.5	72.0	70.5	71.2	61.7
Gov't not controlling pollution	65.5	75.3	73.9	82.2	73.7	83.7
Students should help evaluate faculty	64.3	73.0	70.4	70.3	73.0	77.2
Women should be subject to the draft	60.8	75.5 ^a	64.8	36.2	62.2	65.7
Prohibit homosexual relations	58.3	40.8	58.3	40.2	43.4	19.1
Gov't not protecting consumer	50.8 ^a	59.7 ^a	65.9	74.5	59.7	63.0
Abortion should be legalized	47.8	50.7	51.3	52.3	55.4	74.6

31. Freshmen Views--"Proportions Agreeing Strongly or Somewhat" (Continued)

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Should discourage large families	46.3%	39.2%	45.7%	36.0%	47.3%	49.9%
Sex OK if people like each other	44.8 ^a	17.8 ^a	59.1	28.7	42.4	54.5
Need money to solve urban problems	39.5	41.1	46.7	45.2	39.2	44.9
Women's activities best in home	39.3	19.6	34.9	19.2	23.0	13.6
Regulate student publications	39.1	33.3	41.6	43.1	34.5	18.7
Need National Health Care Plan	34.4 ^a	43.4 ^a	52.0	57.2	45.5	47.8
College has right to ban speaker	32.3	26.0	28.8	24.3	24.3	11.9
Live together before marriage	31.3 ^a	22.5 ^a	44.2	34.0	37.7	52.7
Busing OK to achieve balance	30.8 ^a	34.9 ^a	41.5	46.5	33.8	43.1
Should liberalize divorce laws	29.0 ^a	28.6	44.5	38.4	35.7	47.7
Not obey laws against own views	26.6	27.2	34.2	29.2	26.6	32.7
Give disadvantaged preferential treatment	25.7 ^a	25.7 ^a	38.5	36.8	28.5	28.5
Adopt open admissions at public colleges	24.5	24.5	32.8	29.2	19.9	18.3
College officials have the right to regulate student behavior off campus	20.8	15.8	17.3	14.1	14.0	9.9
Should legalize marijuana	16.5 ^a	17.8 ^a	33.5	28.7	26.1	39.2
Should abolish death penalty	13.9 ^a	27.0	24.9	36.2	25.6	40.5
College grades be abolished	12.0	11.8	16.6	12.6	9.4	12.9

32. College Expectations--"Proportion of Students Estimating the Chances as Very Good They Will":

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Get a bachelor's degree	91.8% ^a	90.1% ^a	73.0%	76.8%	88.7%	90.1%
Find a job in own field after graduation	86.7 ^a	92.8 ^a	70.1	72.2	80.8	63.0
Live in a coeducational dorm	78.5 ^a	96.5 ^a	28.2	25.4	67.8	68.1
Be satisfied with college	63.3 ^a	62.8	50.9	61.1	64.2	71.8
Make at least a "B" average	37.3	34.3	40.0	41.9	47.8	53.0
Marry within a year after college	29.0 ^a	17.1	16.2	19.8	18.7	8.0
Join social fraternity	17.6	21.8	16.4	22.3	21.5	26.1
Get a job to pay college expenses	16.9 ^a	16.5 ^a	39.9	45.1	35.3	48.7
Need tutoring in some courses	15.8	16.2	9.6	10.9	10.0	8.2
Change major field	14.7	22.6	11.8	14.5	13.9	26.6
Graduate with honors	12.1	13.2	13.3	10.7	13.7	16.1
Seek individual counseling	11.9	13.5	4.6	4.8	6.4	5.6
Change career choice	11.4	25.5 ^a	10.8	14.6	13.4	29.8
Be elected to an honor Society	10.2	19.7 ^a	8.0	8.2	11.5	14.2
Be elected to a student office	5.6	5.6	3.4	3.1	3.6	4.2
Need extra time to get a degree	5.4	6.3	5.6	5.1	7.2	3.5
Seek vocational counseling	5.1	6.4	5.9	7.5	7.8	15.6
Transfer to another college	3.6	2.2	11.4	12.0	9.9	5.1
Drop out permanently	2.9	0.0	1.2	1.0	1.0	0.6

32. College Expectations--"Proportion of Students Estimating the Chances as Very Good They Will": (Continued)

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Work at outside job	2.4% ^a	2.1% ^a	21.0%	23.7%	12.4%	14.5%
Fail one or more courses	1.3	2.1	2.2	1.5	1.3	1.8
Drop out temporarily	1.2	0.0	1.3	1.3	1.0	2.2
Participate in student protests	1.0	3.6	4.3	3.8	2.8	10.4
Get married in college	0.3	1.4	4.5	6.8	2.5	1.5

Within the framework of a 4-year undergraduate education, students were asked to estimate the likelihood of occurrence of the items listed above, and on the previous page, according to the following estimates of occurrence: very good, some, very little, no chance. Proportions shown for these items represent only those individuals estimating chances of occurrences as very good for each item.

33. Long-run Objectives--"Proportion of Students Considering it Essential or Very Important to":

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Be an authority in my field	80.8%	84.5% ^a	75.4%	72.3%	75.6%	72.5%
Raise a family	77.1	64.6	68.1	67.7	66.8	64.2
Keep up with political affairs	71.0 ^a	75.5 ^a	47.9	36.4	52.5	65.2
Help others in difficulty	62.3	74.7	58.4	73.2	63.2	67.2
Obtain recognition from colleagues	61.4	61.2	56.8	53.3	54.6	55.2
Be very well off financially	59.6	50.0	68.3	56.9	57.4	55.2
Have administrative responsibility	56.2 ^a	60.0 ^a	41.9	36.5	42.3	30.8
Develop a philosophy of life	55.7	60.5	50.8	54.1	52.9	66.8
Influence social values	35.6	45.2	31.6	36.1	29.3	33.9
Succeed in my own business	35.2 ^a	29.7 ^a	54.2	42.6	34.0	40.2
Promote racial understanding	33.5	47.3 ^a	32.6	36.3	33.5	47.3
Influence political structure	32.0 ^a	32.4 ^a	20.1	12.4	18.2	25.1
Participate in community action	23.1	35.9	24.0	28.4	23.9	29.4
Help clean up environment	21.4	25.3	26.9	22.9	24.9	31.1
Make a theoretical contribution to science	20.0	17.7	17.7	10.6	20.7	20.5
Write original works	8.6	12.3	12.0	13.7	11.3	22.5
Create artistic work	6.5	11.7	11.3	15.5	10.1	16.8
Achieve in a performing art	6.3	8.1	11.5	14.2	11.0	17.9

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APPENDIX A

PLEASE PRINT: YOUR NAME _____

First

Middle or Maiden

Last

When were you born?

<input type="text"/>	<input type="text"/>	<input type="text"/>
Month	Day	Year
(01-12)	(01-31)	

HOME STREET ADDRESS _____

CITY

STATE

ZIP CODE

()

Area Code

Home Phone No.

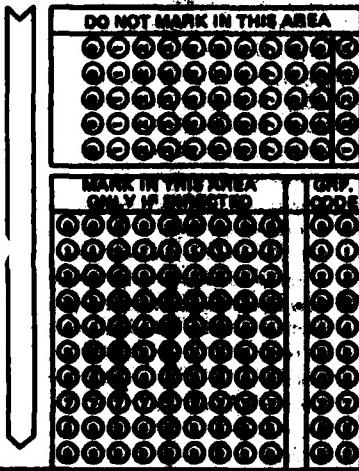
DIRECTIONS

Your responses will be read by an optical mark reader. Your capitalization of these few simple rules will be most appreciated:

- Use **only** black lead pencil (No. 2 is best).
- Make **heavy** black marks that **fill** the circle.
- **Do not** use any marker you wish to change.
- **Make no stray markings of any kind.**

EXAMPLE:

What marks would indicate a full-time student
to property read? Yes... No...

1. Your sex: Male Female

2. Are you a veteran?

(Mark one) No Yes

3. How old will you be on December 31 of this year? (Mark one)

- | | |
|-------------------------------------|-----------------------------------|
| 16 or younger <input type="radio"/> | 21 <input type="radio"/> |
| 17 <input type="radio"/> | 22 <input type="radio"/> |
| 18 <input type="radio"/> | 23-25 <input type="radio"/> |
| 19 <input type="radio"/> | 26-29 <input type="radio"/> |
| 20 <input type="radio"/> | 30 or older <input type="radio"/> |

4. In what year did you graduate from high school? (Mark one)

- | | |
|---------------------------------------|---|
| 1981 <input type="radio"/> | Did not graduate but passed G.E.D. test <input type="radio"/> |
| 1980 <input type="radio"/> | Never completed <input type="radio"/> |
| 1979 <input type="radio"/> | High school <input type="radio"/> |
| 1978 or earlier <input type="radio"/> | |

Note: Please check that your pencil markings are completely darkening the circles. Do not **underline** or make **✓**'s or **X**'s. Thank You!

Dear Student:

The information in this form is being collected as part of a continuing study of higher education conducted jointly by the American Council on Education and the University of California at Los Angeles. Your voluntary participation in this research is being solicited in order to achieve a better understanding of how students are affected by their college experiences. Detailed information on the goals and design of this research program is furnished in research reports available from the Laboratory for Research on Higher Education at UCLA. Identifying information has been requested in order to make subsequent mail follow-up studies possible. Your response will be held in the strictest professional confidence.

Sincerely,

*Alexander W. Astin*Alexander W. Astin, Director
Cooperative Institutional Research Program

5. How much financial aid are you receiving from this college for this academic year? (Write in actual dollar amounts; write "0" if none)

Grants \$
Loans \$
Work-study \$

6a. How many persons are currently dependent on your parents for support (include yourself and your parents, if applicable)?

1 2 3 4 5 6 or more 6b. How many of these dependents other than yourself are currently attending college?None 1 2 3 or more

7. What was your average grade in high school? (Mark one)

A or A+ B C
A- B- D
B+ C+

8. Where did you rank academically in your high school graduating class? (Mark one)

Top 20% Fourth 20%
Second 20% Lowest 20%
Middle 20%

9. Are you enrolled (or enrolling) as a:

(Mark one) Full-time student Part-time student

10. Prior to this term, have you ever taken courses for credit at this institution?Yes No 11. Since leaving high school, have you ever taken courses at any other institution?

(Mark all that apply in each column) For Credit Not for Credit

No Yes, at a junior or envy. college Yes, at a four-year college or university Yes, at some other postsecondary school (For ex., technical, vocational, business)

12. Have you had, or do you feel that you will need, any special tutoring or remedial work in any of the following subjects? (Mark all that apply)

English Social studies
Reading Science
Mathematics Foreign language

13. How many miles is this college from your permanent home? (Mark one)

5 or less 51-100
6-10 101-500
11-50 More than 500

14. Where do you plan to live during the fall term? If you had a choice, where would you have preferred to live? (Mark one in each column)

With parents or relatives <input type="radio"/>	Plan To Live <input type="radio"/>	Prefer To Live <input type="radio"/>
Other private home, apt. or rm. <input type="radio"/>		
College dormitory <input type="radio"/>		
Fraternity or sorority house <input type="radio"/>		
Other campus student housing <input type="radio"/>		
Other <input type="radio"/>		

15. Is this college your? (Mark one)

First choice? Less than third choice?
Second choice? choice?
Third choice?

16. To how many colleges other than this one did you apply for admission this year?

No other 1 3 5 6 or more
2 4

Note: If you applied to no other college, skip to item 18 on the next page.

17. How many other acceptances did you receive this year? (Mark one)

None 1 3 5 6 or more
2 4

18. How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?

(Mark one answer for each possible source)

Parental or family aid, or gifts

Grants or Scholarships:

Basic Educational

 Opportunity Grant

 Supplemental Educational

 Opportunity Grant

 State scholarship or grant

 College grant

 (other than above)

 Other private grant

Loans:

 Fed. guaranteed student loan

 Nat'l direct student loan

 Other college loan

 Other loan

Work and Savings:

 College Work-Study grant

 Other part-time work while

 attending

 Full-time work while attending

 Savings from summer work

 Other savings

Spouse

Your G.I. benefits

Your parent's G.I. benefits

Social secru. dependent's benefits

Other

19. Please answer the following questions regarding BEOG (Basic Educational Opportunity Grant) and GSL (Guaranteed Student Loan) financial aid programs. (Mark all that apply in each column)

BEOG Grants GSL Loans

I have heard of this program

I applied for aid from this program

I qualified for aid in this program

 (whether or not I applied)

20. Were you last year, or will you be this year:

Living with your parents (for more than five consecutive weeks) Yes No

Listed as a dependent on your parents' Federal Income Tax Return

Receiving assistance worth \$600 or more from your parents

21. Are you: (Mark one)

Not presently married

Married, living with spouse

Married, not living with spouse

22. Are you: (Mark all that apply)

White/Caucasian

Black/Negro/Afro-American

American Indian

Asian-American/Oriental

Mexican-American/Chicano

Puerto Rican-American

Other

23. For the activities below, indicate which ones you did during the past year. If you engaged in an activity frequently, mark . If you engaged in an activity one or more times, but not frequently, mark (occasionally). Mark (not at all) if you have not performed the activity during the past year.

(Mark one for each item)

Played a musical instrument

Attended a religious service

Smoked cigarettes

Took vitamins

Participated in organized demonstrations

Took a tranquilizing pill

Wore glasses or contact lenses

Attended a public recital or concert

Took sleeping pills

Jogged

Stayed up all night

Drank beer

Worked in a local, state, or national political campaign

24. Are you a twin? No

(Mark one) Yes, identical

Yes, fraternal

25. How many brothers and sisters now living do you have?

(Mark one in each row)

Number of older brothers

Number of older sisters

Number of younger brothers

Number of younger sisters

26. Please answer the following as they apply to the time when you were growing up.

(Mark one for each item)

All the time

Most of the time

Some of the time

None of the time

My parents lived together

My father worked full-time

My mother worked full-time

My mother held a part-time job

We spoke English in our home

27. What is the highest academic degree that you intend to obtain?

(Mark one in each column)

None

Associate (A.A. or equivalent)

Bachelor's degree (B.A., B.S., etc.)

Master's degree (M.A., M.S., etc.)

Ph.D. or Ed.D.

M.D., D.O., D.D.S., or D.V.M.

J.L.B. or J.D. (Law)

B.D. or M.Div. (Divinity)

Other

28. In deciding to go to college, how important to you was each of the following reasons?

(Mark one answer for each possible reason)

My parents wanted me to go

I could not find a job

I wanted to get away from home

To be able to get a better job

To gain a general education and appreciation of ideas

To improve my reading and study skills

There was nothing better to do

To make me a more cultured person

To be able to make more money

To learn more about things that interest me

To meet new and interesting people

To prepare myself for graduate or professional school

29. Do you have any concern about your ability to finance your college education? (Mark one)

None (I am confident that I will have sufficient funds)

Some concern (but I will probably have enough funds)

Major concern (not sure I will have enough funds to complete college)

30. How would you characterize your political views? (Mark one)

Far left

Liberal

Middle-of-the-road

Conservative

Far right

31. What is your best estimate of your parents' total income last year? Consider annual income from all sources before taxes. (Mark one)

Less than \$4,000 \$20,000-24,999

\$4,000-5,999 \$25,000-29,999

\$5,000-7,999 \$30,000-34,999

\$8,000-9,999 \$35,000-39,999

\$10,000-12,499 \$40,000-49,999

\$12,500-14,999 \$50,000-59,999

\$15,000-19,999 \$60,000 or more

32. What is the highest level of formal education obtained by your parents?

(Mark one in each column) Father Mother

Grammar school or less

Some high school

High school graduate

Posssecondary school other than college

Some college

College degree

Some graduate school

Graduate degree

13. Mark only three responses,
one in each column.

- Your mother's occupation.
 Your father's occupation.
 Your probable career occupation.

NOTE: If your father (or mother) is deceased, please indicate his (her) last occupation.

Accountant or actuary	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Actor or entertainer	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Architect or urban planner	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Artist	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Business (clerical)	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Business executive (management, administrator)	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Business owner or proprietor	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Business salesman or buyer	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Clergymen (minister, priest)	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Clergy (other religious)	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Clinical psychologist	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
College teacher	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Computer programmer or analyst	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Conservationist or forester	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Dentist (including orthodontist)	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Dietitian or home economist	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Engineer	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Farmer or rancher	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Foreign service worker (including diplomat)	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Homemaker (full-time)	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Interior decorator (including designer)	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Interpreter (translator)	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Lab technician or hygienist	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Law enforcement officer	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Lawyer (attorney) or judge	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Military service (career)	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Musician (performer, composer)	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Nurse	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Optometrist	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Pharmacist	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Physician	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
School counselor	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
School principal or superintendent	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Scientific researcher	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Social, welfare or recreation worker	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Statistician	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Therapist (physical, occupational, speech)	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Teacher or administrator (elementary)	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Teacher or administrator (secondary)	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Veterinarian	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Writer or journalist	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Skilled trades	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Other	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Undecided	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Laborer (unskilled)	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Semi-skilled worker	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Other occupation	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Unemployed	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

34. Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here? (Mark one answer for each possible reason)

- Very important Somewhat important Not important
- My relatives wanted me to come here
 My teacher advised me
 This college has a very good academic reputation
 I was offered financial assistance
 I was not accepted anywhere else
 Someone who had been here before advised me to go
 This college offers special educational programs
 This college has low tuition
 My guidance counselor advised me
 I wanted to live at home
 A friend suggested attending
 A college representative recruited me

BE SURE TO ANSWER QUESTIONS 35-36 BELOW

35. Mark one in each row:

- The Federal government is not doing enough to protect the consumer from faulty goods and services
 The Federal government is not doing enough to control environmental pollution
 The Federal government should do more to discourage energy consumption
 There is too much concern in the courts for the rights of criminals
 Urban problems cannot be solved without huge investments of Federal monies
 People should not obey laws which violate their personal values
 Inflation is our biggest domestic problem
 The death penalty should be abolished
 A national health care plan is needed to cover everybody's medical costs
 Energy shortages could cause a major depression or even wars in my lifetime if action is not taken now to prevent them
 Abortion should be legalized
 Women should be subject to the draft
 Grading in the high schools has become too easy
 The activities of married women are best confined to the home and family
 A couple should live together for some time before deciding to get married
 Parents should be discouraged from having large families
 Divorce laws should be liberalized
 If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time
 Women should receive the same salary and opportunities for advancement as men in comparable positions
 Wealthy people should pay a larger share of taxes than they do now
 Marijuana should be legalized
 Busing is O.K. if it helps to achieve racial balance in the schools
 It is important to have laws prohibiting homosexual relationships
 College officials have the right to regulate student behavior off campus
 Faculty promotions should be based in part on student evaluations
 College grades should be abolished
 Student publications should be cleared by college officials
 College officials have the right to ban persons with extreme views from speaking on campus
 Students from disadvantaged social backgrounds should be given preferential treatment in college admissions
 Open admissions (admitting anyone who applies) should be adopted by all publicly supported colleges
 All college graduates should be able to demonstrate some minimal competency in written English and mathematics

36a. Current religious preference:
(Mark one in each column)

- Protestant
 Roman Catholic
 Jewish
 Other
 None

36b. Do you consider yourself a born-again Christian? Yes No

36c. Do you have a disability?

- (Mark all that apply)
- | | |
|-------------------|-------------------------------|
| Hearing | Orthopedic |
| Speech | Learning disability |
| Visual | Health-related |
| Other | |

36c. Does your disability require architectural accommodations (wheelchair ramps, elevators, etc.)? Yes No

- Disagree Strongly
 Disagree Somewhat
 Agree Somewhat
 Agree Strongly

38. Below is a list of different undergraduates major fields grouped into general categories. Mark only one circle to indicate your probable field of study.

ARTS AND HUMANITIES

- Art, fine and applied
- English (language and literature)
- History
- Journalism
- Language and Literature (except English)
- Music
- Philosophy
- Speech
- Theater or Drama
- Theology or Religion
- Other Arts and Humanities

BIOLOGICAL SCIENCE

- Biology (general)
- Biochemistry or Biophysics
- Botany
- Marine (Life) Science
- Microbiology or Bacteriology
- Zoology
- Other Biological Sciences

BUSINESS

- Accounting
- Business Admin. (general)
- Finance
- Marketing
- Management
- Secretarial Studies
- Other Business

EDUCATION

- Business Education
- Elementary Education
- Music or Art Education
- Physical Education or Recreation
- Secondary Education
- Special Education
- Other Education

ENGINEERING

- Aeronautical or Astronautical Eng.
- Civil Engineering
- Chemical Engineering
- Electrical or Electronic Engineering
- Industrial Engineering
- Mechanical Engineering
- Other Engineering

PHYSICAL SCIENCE

- Astronomy
- Atmospheric Science (incl. Meteorology)
- Chemistry
- Earth Science
- Marine Science (incl. Oceanography)
- Mathematics
- Physics
- Statistics
- Other Physical Science

PROFESSIONAL

- Architecture or Urban Planning
- Home Economics
- Health Technology (medical, dental, laboratory)
- Library or Archival Science
- Nursing
- Pharmacy
- Predental, Premedicine, Preveterinary
- Therapy (occupational, physical, speech)
- Other Professional

SOCIAL SCIENCE

- Anthropology
- Economics
- Geography
- Political Science (gov't., international relations)
- Psychology
- Social Work
- Sociology
- Other Social Science

TECHNICAL

- Building Trades
- Data Processing or Computer Programming
- Drafting or Design
- Electronics
- Mechanics
- Other Technical

OTHER FIELDS

- Agriculture
- Communications (radio, T.V., etc.)
- Computer Science
- Forestry
- Law Enforcement
- Military Science
- Other Field
- Undecided

39. Indicate the importance to you personally of each of the following: (Mark one for each item)

- | | | | | |
|--|-------------------------------------|---|--------------------------------------|---------------------------------|
| Becoming accomplished in one of the performing arts (acting, dancing, etc.) | <input type="radio"/> Not Important | <input checked="" type="radio"/> Somewhat Important | <input type="radio"/> Very Important | <input type="radio"/> Essential |
| Becoming an authority in my field | <input type="radio"/> Not Important | <input checked="" type="radio"/> Somewhat Important | <input type="radio"/> Very Important | <input type="radio"/> Essential |
| Obtaining recognition from my colleagues for contributions to my special field | <input type="radio"/> Not Important | <input checked="" type="radio"/> Somewhat Important | <input type="radio"/> Very Important | <input type="radio"/> Essential |
| Influencing the political structure | <input type="radio"/> Not Important | <input checked="" type="radio"/> Somewhat Important | <input type="radio"/> Very Important | <input type="radio"/> Essential |
| Influencing social values | <input type="radio"/> Not Important | <input checked="" type="radio"/> Somewhat Important | <input type="radio"/> Very Important | <input type="radio"/> Essential |
| Raising a family | <input type="radio"/> Not Important | <input checked="" type="radio"/> Somewhat Important | <input type="radio"/> Very Important | <input type="radio"/> Essential |
| Having administrative responsibility for the work of others | <input type="radio"/> Not Important | <input checked="" type="radio"/> Somewhat Important | <input type="radio"/> Very Important | <input type="radio"/> Essential |
| Being very well off financially | <input type="radio"/> Not Important | <input checked="" type="radio"/> Somewhat Important | <input type="radio"/> Very Important | <input type="radio"/> Essential |
| Helping others who are in difficulty | <input type="radio"/> Not Important | <input checked="" type="radio"/> Somewhat Important | <input type="radio"/> Very Important | <input type="radio"/> Essential |
| Making a theoretical contribution to science | <input type="radio"/> Not Important | <input checked="" type="radio"/> Somewhat Important | <input type="radio"/> Very Important | <input type="radio"/> Essential |
| Writing original works (poems, novels, short stories, etc.) | <input type="radio"/> Not Important | <input checked="" type="radio"/> Somewhat Important | <input type="radio"/> Very Important | <input type="radio"/> Essential |
| Creating artistic work (painting, sculpture, decorating, etc.) | <input type="radio"/> Not Important | <input checked="" type="radio"/> Somewhat Important | <input type="radio"/> Very Important | <input type="radio"/> Essential |
| Being successful in a business of my own | <input type="radio"/> Not Important | <input checked="" type="radio"/> Somewhat Important | <input type="radio"/> Very Important | <input type="radio"/> Essential |
| Becoming involved in programs to clean up the environment | <input type="radio"/> Not Important | <input checked="" type="radio"/> Somewhat Important | <input type="radio"/> Very Important | <input type="radio"/> Essential |
| Developing a meaningful philosophy of life | <input type="radio"/> Not Important | <input checked="" type="radio"/> Somewhat Important | <input type="radio"/> Very Important | <input type="radio"/> Essential |
| Participating in a community action program | <input type="radio"/> Not Important | <input checked="" type="radio"/> Somewhat Important | <input type="radio"/> Very Important | <input type="radio"/> Essential |
| Helping to promote racial understanding | <input type="radio"/> Not Important | <input checked="" type="radio"/> Somewhat Important | <input type="radio"/> Very Important | <input type="radio"/> Essential |
| Keeping up to date with political affairs | <input type="radio"/> Not Important | <input checked="" type="radio"/> Somewhat Important | <input type="radio"/> Very Important | <input type="radio"/> Essential |

40. What is your best guess as to the chances that you will:

- | | | | | |
|---|----------------------------------|---|-----------------------------------|--|
| (Mark one for each item) | <input type="radio"/> No Chance | <input checked="" type="radio"/> Very Little Chance | <input type="radio"/> Some Chance | <input type="radio"/> Very Good Chance |
| Change major field? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Change career choice? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Fail one or more courses? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Graduate with honors? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Be elected to a student office? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Get a job to help pay for college expenses? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Join a social fraternity, sorority, or club? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Live in a coeducational dorm? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Be elected to an academic honor society? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Make at least a "B" average? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Need extra time to complete your degree requirements? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Get tutoring help in specific courses? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Have to work at an outside job during college? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Seek vocational counseling? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Seek individual counseling on personal problems? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Get a bachelor's degree (B.A., B.S., etc.)? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participate in student protests or demonstrations? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Drop out of this college temporarily (exclude transferring)? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Drop out permanently (exclude transferring)? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Transfer to another college before graduating? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Be satisfied with your college? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Find a job after college in the field for which you were trained? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Get married while in college? (skip if married) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Get married within a year after college? (skip if married) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

The Laboratory for Research on Higher Education at UCLA actively encourages the colleges that participate in this survey to conduct basic studies of their student bodies. If these studies involve collecting follow-up data, it is necessary for the institution to have the students' ID numbers so that follow-up data can be linked with the data from this survey. If your college asks for a tape copy of the data and signs an agreement to use it only for research purposes, do we have your permission to include your ID number in such a tape?

Yes No

- | | |
|--|--|
| 41. <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> The remaining circles are provided for items specifically designed by your college, rather than by the Laboratory for Research on Higher Education. If your college has chosen to use the circles, observe carefully the supplemental directions given you. | 46. <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 42. <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 47. <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 43. <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 48. <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 44. <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 49. <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 45. <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 50. <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |

THANK YOU

APPENDIX B

LIST OF COLLEGES INCLUDED IN ACE NORM GROUPS FOR PUBLIC (HIGH SELECTIVITY), AND PRIVATE (VERY HIGH SELECTIVITY), COLLEGES

Public Four-year Colleges
High Selectivity
(1,025 or more on SAT-V + SAT-M)

- | | |
|---------------------------|-------------------------------------|
| 1. SUNY at Geneseo | 5. US Military Academy |
| 2. SUNY at Potsdam | 6. US Naval Academy |
| 3. US Air Force Academy | 7. University of Missouri--Rolla |
| 4. US Coast Guard Academy | 8. Western Washington State College |

Private Four-year Colleges
Very High Selectivity
(1,175 or more on SAT-V + SAT-M)

- | | |
|---------------------------------|--|
| 1. Amherst College | 15. Harvey Mudd College |
| 2. Bernard College | 16. Mount Holyoke College |
| 3. Bates College | 17. Occidental College |
| 4. Bryn Mawr College | 18. Reed College |
| 5. Carleton College | 19. Smith College |
| 6. Claremont Men's College | 20. Swarthmore College |
| 7. Colgate University | 21. Trinity College (CT) |
| 8. Colorado College | 22. Union College |
| 9. Connecticut College | 23. Washington & Lee University |
| 10. Dartmouth College | 24. Webb Institute of Naval Architecture |
| 11. Dickinson College | 25. Wellesley College |
| 12. Franklin & Marshall College | 26. Wesleyan University |
| 13. Grinnell College | 27. Williams College |
| 14. Hamilton College | 28. Worcester Polytechnic Institute |

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